

Training To Teach In The Lifelong Learning Sector (IAS-001: England)



Training to teach in the lifelong learning sector

General Introduction

As a new teacher you are required to gain a teaching qualification. Most teaching work in the sector involves you undertaking the Full teaching role. This means you need to work towards the full teaching qualifications and achieve the professional status of QTLS (Qualified Teacher Status Learning and Skills). The following will give you an overview of what you need to know when considering coming into the sector.

What exactly is the lifelong learning sector?

The sector includes further education colleges, 6th form colleges, and special colleges. Teaching qualification requirements for these are regulated by law. The sector also covers work based learning, adult and community education, and offender learning and these are regulated by the contracts that pay for the teaching/training that takes place. These contracts come from the government agency called the Skills Funding Agency [SFA] so if you are [or plan to be] teaching or training on programmes funded with SFA money then you are covered by these regulations. It does not matter what your job title is - teacher, trainer, lecturer, tutor, instructor, etc – what matters is what you do and who pays for it. If you teach on SFA funded provision then you must gain the qualifications set out in this document.

Sometimes the sector is also referred to as the Further Education (FE) Sector.

Specific information is given as follows.

- What are the qualifications? page 2
- Which one do I do? page 2
- How to apply page 4
- Other regulations page 5
- Funding and student support for courses page 5
- Applying for a post page 6
- Further reading page 8

What are the qualifications?

The full teaching qualification is called the **Diploma in Teaching in the Lifelong Learning Sector** [usually just DTLLS] but is often also called a PGCE or Cert Ed by universities. It can be done full time, which usually takes one year and is based at a university, or part time over two years [usually ½ day or an evening a week attendance] at either a university, college or other training provider. It is a level 5 qualification [i.e. similar to the second year of a degree] although some universities offer it at a higher level.

There is an introductory award called **Preparing to Teach in the Lifelong Learning Sector** [usually PTLLS], covering the basics of teaching in the sector, which is 30 hours long. PTLLS courses are delivered in a variety of ways, for example 3 hours per week for 10 weeks, or one week full time. It is offered at level 3 [i.e. similar to A level/BTEC National] or level 4 (i.e. similar to first year at university). It may be a useful introduction to the work if you are unsure about whether it is for you.

There is also another qualification called the **Certificate in Teaching in the Lifelong Learning Sector** [usually just CTLLS] which is specifically for Associate Teachers [see below]. It is often a one year part time course delivered by colleges. More about that later.

Please note that most teaching qualifications in this sector are general: they are not subject specific and everyone does the same course. This means you could be on the same course as tutors teaching carpentry, science, childcare, music, and other subjects.

Mandatory subject specialist qualifications do, however, apply to teachers of literacy, numeracy and English for Speakers of Other Languages (ESOL).

Other subject specific courses, such as those for teachers of dance, may be available. However, a general teaching qualification is equally acceptable.

Which one do I do?

Although many teachers complete a full time teacher training course before coming into the sector, it is not a requirement that you hold any teaching qualifications before you get work as a teacher. A college, for example, can employ anyone they deem competent to teach what they want them to teach. This is because in some subject areas it is hard to recruit staff with the professional skills/qualifications, and teaching qualifications. For example, brickwork is taught in FE colleges and generally colleges employ bricklayers to teach on the courses and then get them to do their teacher training alongside. This means if you are skilled in an area where a college is short of teachers you may be able to get paid work in advance of getting qualified. You can then undertake your qualification whilst employed. You might be surprised that a large number of teachers start in the sector in this way [see *Part time route* below].

Full time route

The teacher training course you choose depends upon what you want to teach and what your availability is like. The most direct route to becoming a qualified teacher is to do a full time course. This is usually based at a university and they will find you a college supervised teaching placement. One of the conditions of your programme is that you have to complete 150 hours of teaching – your professional practice on which you will be assessed – and on full time programmes the university will find a college at which you can teach your chosen subject. Do not worry about this as the placement college will ease you into this – you start by observing other teachers and then gradually take over classes – building up your skills and experience over the year.

Usually your first term is spent mostly at University, lectures and practicals, and towards the end of the first term you spend more time at your placement college. Generally you spend most of your second and third terms at your placement colleges often attending university one day per week. You are assigned a mentor at your college to support you whilst there. This person also helps you gain a better knowledge of teaching your particular subject area.

Part time route

The full time route does mean you will have to be available five days per week for an academic year. If this is not for you, then you may wish to look at the part time route. These two year schemes were designed for those in-service and so they are dependent upon you already doing some teaching [or have some lined up for the start of the course]. As the requirement is for 150 hours of practice over the course, you will need 75 teaching hours per year, which works out to at least 2.5 hours per week. Although there is no requirement in the regulations for you to be employed as a teacher, some colleges insist on it, to ensure you have enough teaching hours to complete the course. So the structure of the course is usually you doing a half day per week at college with an additional minimum of 2.5 hours per week teaching in a suitable location, usually within the sector. This may be demanding if you are intending to hold down a full time job at the same time.

If you are completely new to teaching but wish to get your teaching qualification part time, it may be difficult to get some teaching hours - colleges and other training providers may be unwilling to give classes to inexperienced newcomers. In this case you may wish to consider first completing the PTLLS.

This would mean that you are not a complete beginner and have an initial qualification to show this. Importantly you do not need to be teaching already to complete the PTLLS.

The CTLLS

As we mentioned, this is a qualification for those who are designated as **Associate Teachers**. These are staff who teach sessions but do not do all the things usually associated with say college teachers. For example, they may not be expected to plan their sessions or write the course, rather being given these materials by a senior member of staff or relying on prepared materials from a resource bank. Often these positions correspond to instructor roles in work based learning, where the content of a training session might be the same every time, independent of the audience. If you want to be a college lecturer then this is **not** the qualification for you but if you like the idea of training in a particularly defined area this may be appropriate.

The CTLLS is usually a one year part time course, often a half day or evening per week. There is a requirement for 30 hours of teaching over the course – so you will need to have this organised before you apply for the course - and you will be assessed on this.

Teaching Literacy, Numeracy or English for Speakers of Other Languages (ESOL)

If you want to teach any of these subjects, collectively known as Skills for Life [SfL] subjects, you will need to get an extra qualification. All SfL teachers are required to have a *subject specialist qualification as well as* a general teaching qualification [DTLLS]. These are called the additional diplomas and you can do them together with your DTLLS [known as an integrated course – DTLLS Literacy, DTLLS Numeracy or DTLLS ESOL] or as another separate qualification, which is usually a one year part time course (Additional Diploma in Literacy, Numeracy or ESOL). If you do wish to teach in one or more of these areas, please visit the '[I'm interested in teaching Skills for Life](#)' section of our website for further information. Please also note that SfL teachers are by definition in a full teacher role and so the CTLLS is an inappropriate qualification for them.

How to apply

You apply for a place on one of the above courses directly to the university, college or training provider where you want to study. We can send you a list of course providers in your region if you let us know where you are based. You will be expected to have decided what you want to teach and have qualifications and/or professional experience in that area. Generally in academic subjects you will be expected to have a degree and in vocational areas usually the highest vocational qualification available [often NVQ3]

Other regulations:

All teachers in the sector are required to join the Institute for Learning (IfL), their website can be found at www.ifl.ac.uk. Joining is simple and done online at their website. If you are a student or working in the sector, your membership fee is paid for you. The main requirement of membership is that you keep yourself up to date and for this you have to keep a record of your *continuing professional development* (CPD) activities over the year [full time staff are expected to do about 30 hours per year]. The IfL has a special website where you can record this.

Additionally, as well as your qualifications you are required to get your *professional status*. For school teachers there is a *professional status* called Qualified Teacher Status (QTS); for teachers in the Lifelong Learning sector this is Qualified Teacher Learning and Skills (QTLS) [or Associate (ATLS) for those with CTLLS]. Please note, it is not the same as QTS and does not qualify you to teach in schools.

You apply for QTLS [or ATLS] via the IfL, through a process known as Professional Formation and you can only do this once you have all your necessary qualifications [e.g. your DTLLS if you are in the full teacher role].

Deadlines

Gaining qualifications

You have to be fully qualified within five years of starting teaching in the sector, including getting your professional status [QTLS or ATLS].

If in your first year of teaching you do not join a DTLLS or CTLLS programme, you must get a PTLLS qualification. You do not have to do this if you join a DTLLS or CTLLS as PTLLS is the first module on both DTLLS and CTLLS.

Applying for courses

Most full time courses start in September, so many applications tend to be made in Spring. Part time courses tend to be more flexible and there are often January starts. The best advice is to ring around local providers since some recruit right up until the starting date [and sometimes even a little beyond].

Progression routes

The teaching qualifications were designed so that you can, if you wish, take the first unit (PTLLS) as a separate qualification. From PTLLS you would then progress to either DTLLS (for the full teacher role) or CTLLS (for the associate teacher role). However, reports inform us that some providers are requiring that trainees do a sequence: PTLLS-CTLLS-DTLLS. Such an approach may present some complications [for more detail please contact us as above]. If you wish to undertake a part time DTLLS and have been told by a provider that you must undertake this sequence, you may be advised to 'shop around'. You should be able to find other providers in your region who will allow you to do the DTLLS directly

What are Assessors?

Some vocational courses [eg National Vocational Qualifications – NVQs] require you to have special assessor qualifications to assess the candidates. If you are, or want to be an assessor then you do not need to get the teaching qualifications mentioned above. If, however, you wish to teach on vocational courses you may need to gain the assessor award in addition to your teaching qualification. Please contact us for more information – details at the top of this sheet.

Funding and student support for courses

The following information refers to the funding available in the academic year 2010/11

Course fees

Universities charge variable fees for initial teacher training courses, to a maximum of £3,290 for a full-time course and for part-time courses, the amount actually charged will vary from institution to institution and you should check with your preferred provider(s). You may wish to apply for a loan to pay these tuition fees. The loan is made by the Student Loans Company and is paid directly to the course provider.

Additional funding

A maintenance grant and maintenance loan is also available. Further details can be found in our [Information Sheet 005](#), or there is information on the Student Loans Company website at <http://www.slc.co.uk>.

Training bursary

These are available for specific university programmes only. Training bursaries are currently available for DTLLS students who teach a shortage subject but are not employed to teach. For students training to teach adult numeracy, mathematics, science, engineering or construction, the bursary is £7,000. For those training to teach other shortage subjects, it is £4,000. A full list of which universities operate the scheme and the relevant shortage subjects can be found in our [Information Sheet 006](#).

The bursary is administered by the university that runs the programme. You can check your eligibility, or apply for a training bursary, by contacting the university.

Applying for a vacant post

Do I need to have a teaching qualification already?

No. Newly appointed teachers have up to five years after their appointment to gain a teaching qualification that is appropriate to their role [see above].

Will employers expect me to have a teaching qualification?

Employers normally provide a *Person Specification* in their application packs. This *Person Specification* will tell you whether you need a teaching qualification for the post.

Employers are more likely to recruit unqualified teachers if they are offering a subject for which it is difficult to recruit (a *shortage subject*). Please contact the Information & Advice Service for a list of these subjects. Offers of appointment to new entrants without a teaching qualification will want you to get the appropriate professional qualification within a specified timescale. Employing colleges usually place new, unqualified lecturers on their own teacher training programme if they have one.

Where do employers advertise vacancies?

Jobs may be advertised in the local press, especially if these are for part-time posts. Work-based learning providers usually advertise vacancies in the relevant professional or trade journals. All colleges and most community learning and development centres advertise full time vacancies in the 'FE Focus' section of *The Times Educational Supplement*. This is published on Fridays and is available through most newsagents and in public libraries. These job advertisements are also available on the associated website at <http://www.tes.co.uk> for three weeks after their first appearance.

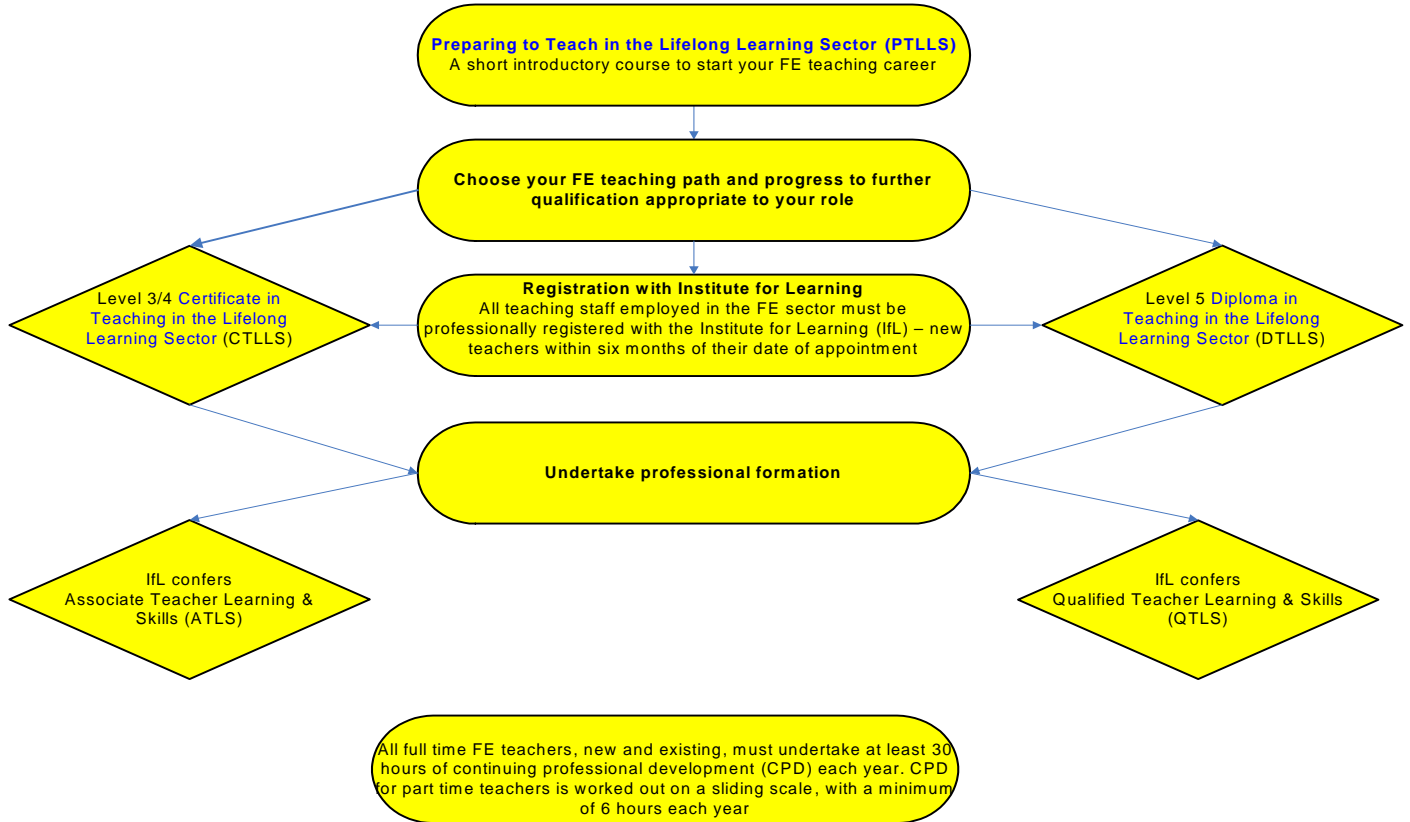
Some colleges advertise full-time vacancies in the Tuesday edition of *The Guardian*, also on their website <http://jobs.guardian.co.uk> and in the Thursday edition of *The Independent*. Further education posts are also advertised in <http://www.fejobs.com>, on <http://www.fecareers.co.uk> and on <http://www.teachfe.com>.

You can also try your local Jobcentre Plus.

How much could I earn?

There are no nationally set salary scales for teaching in the lifelong learning sector. Recommended salary scales for unqualified and qualified lecturers, advanced teaching and training, and leadership and management grades are available on the University and College Union website at: <http://www.ucu.org.uk/index.cfm?articleid=2218>

The qualifying process for new entrants



Further Information

National Websites for volunteering:

- www.do-it.org This site that allows you to search based on your interests. Hundreds of opportunities available.
- www.timebank.org.uk A national charity offering volunteering opportunities.
- www.volunteeringengland.org The website for England's volunteer development agency – the site allows you to search for your nearest volunteer centre.

Other background information

- [*New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector*](#)
- [*“Further education workforce reforms: explaining initial teacher training, continuing professional development and principals’ qualifications in England”*](#) Reference: FEWR IP 0907 000
- [*“Guidance for Work Based Learning Providers”*](#) Reference: FEWR WBL 0408
- [*“Guidance for those who deliver Adult and Community Learning, Offender Learning, and who deliver learning in the Third Sector”*](#) Reference: FEWR ACL 0908

To view these documents, follow the links above or for electronic copies, please contact the Information and Advice Service

- *The Qualifications & Credit Framework:* <http://www.qcda.gov.uk/qualifications/qcf/581.aspx>
- *“Teaching and Training in Post-Compulsory Education”:* Armitage, A., Bryant, R., Dunhill, R., Flanagan, K., Hayes, D., Hudson, A., Kent, J. and Lawes, S.,(2007), Open University Press.
- *“Teaching in Further Education”* Curzon, L. B., (2003),Continuum International Publishing Group Ltd.
- *“Preparing to teach in the Lifelong Learning Sector”* Gravells, A., (2008), Learning Matters Ltd.
- *“Planning and Enabling Learning in the Lifelong Learning Sector”* Gravells, A. and Simpson, S., (2008), Learning Matters Ltd.
- *“Reflective Teaching in Further and Adult Education”*Hillier, Y., (2005, 2nd Edn), , Continuum International Publishing Group Ltd.
- *“Teaching Today – A Practical Guide”* Petty, G., (2004, 3rd Edn), Nelson Thornes.
- *Teaching, Training and Learning: A Practical Guide*, Reece, I. and Walker, S., (2007), Business Education Publishers Ltd.
- *“Teaching Adults”* Rogers, A., (2002, 3rd Edn), Open University Press